Welcome students and families to Year 5. We hope you are looking forward to an exciting and productive year. Below is an outline of the topics Year 5 will be covering this term.

**Religious Education**
The modules we will be studying this term are Sacraments of Service and Lent and Easter - *Stations of the Cross*.

**Sacraments of Service:**
In this module, students are encouraged to reflect upon the nature of their own vocation and how it is to be lived out in their daily lives. Students will relate the service of married couples and priests to the family and the parish with the meaning and celebration of the sacraments of Marriage and Holy Orders.

**Lenten Unit:**
In this Lenten unit students study the Gospel reading for the Fourth Sunday of Lent: ‘Jesus cures the man born blind from birth’ and explore the themes of faith and spiritual discernment in relation to Baptism and the celebration of the season of Lent.

**Easter Season – Stations of the Cross:**
Students will study key Gospel accounts of incidents during Jesus’ passion and death which demanded decisions of Jesus and others. Insights will be related to the students own critical reflection on their personal decision making.
**English**

**Reading and Viewing:**
Children are grouped for reading and work independently or cooperatively while the teacher is instructing a focus group. Children also take part in modelled, shared and independent reading daily. This term the class novel is titled ‘Running Wild’ by Michael Morpurgo. We will also be working on developing inferential meaning, comprehension skills and focusing on responding to texts.

**Spelling:**
We will continue to develop our use of the five Effective Spelling Strategies (Sound, Visual, Meaning, Connecting, Checking) to explore a variety of vocabulary and extend our spelling skills. The Sound Waves spelling program continues to provide our weekly sound focus and contributes to the children’s weekly word lists. Individualised weekly spelling lists will be based on the weekly sound, thematic words and tricky words determined from children’s own writing.

- **Sound** - focusing on sound
- **Visual** - focusing on how words look
- **Meaning** - thinking about word meaning
- **Connecting** - making connections with other words
- **Checking** - using a variety of resources to check spelling

**Writing and Representing:**
Grammar conventions and punctuation are taught through writing. In class the children are also involved in construction of shared and independent texts. Texts to be covered this term are narratives, information reports and expositions. We will be focussing on creating extended and complex sentences in all pieces of writing.

**Speaking and Listening:**
The children will have the opportunity to practise talking in front of an audience this term. Some activities relate to our integrated unit and will require the students to deliver prepared talks as well as engage in meaningful discussions about the impact of natural occurrences. Active listening will be an expectation all year.
Mathematics
Our focus for Mathematics this term will be on assessment and teaching to the individual needs of the student as well as the class as a whole. This term in Year 5 our Mathematics focus for number and algebra is whole number and addition and subtraction. In addition to this we will be studying the sub strands of area, length, time and 2D/3D space.

Number Year 5
By the end of Year 5, students should be able to:

• Read, order, write and compare numbers to 999 999 and explains place value to 6-digits.
• Use a range of mental, written or calculator strategies to solve addition and subtraction problems.
• Use and combine formal written algorithm to perform addition and subtraction with larger numbers including decimals to 3 decimal places.
• Select and apply the formal written algorithm for multiplication by two digit numbers and division by single digit.
• Compare and represent equivalence between fractions with denominators 2, 3, 4, 6, 8, 5, 10, 12 and 100.
• Add and subtract simple fractions with common denominators.
• Identify and represent mixed numerals as improper fractions and vice versa.
• Assign numerical values to the likelihood of an event occurring.
• Children should know ALL times tables fluently.

History
Our History unit is studied over two terms and focuses on ‘The Australian Colonies’. The children will research questions such as reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. Students will discuss why the British government set up colonies in Australia after 1800 and explore the nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed.

Students will also:

• outline settlement patterns in the nineteenth century and the factors which influenced them.
• discuss the impact of settlement on local Aboriginal peoples and the environment.
• discuss the diverse relationships between Aboriginal peoples and the British.
• investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of sources and explain their different experiences.
• examine the impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.

Science and Technology
Our Science and Technology unit this term is ‘How do natural occurrences impact on people and the environment?’ The children will research a specific natural occurrence and be challenged to present their information in an entertaining and informative way. In order to help them achieve this, students will explore how societies respond to these occurrences through preventative measures, emergency procedures and humanitarian organisations. This unit will teach students how to work collaboratively, problem solve, think creatively and ask questions that challenge their thinking. They will also carry out investigations in a scientific way through observing, hypothesising, testing and explaining.
**BYODD/iPad Program**

We are excited to be able to design activities to engage children in rich learning experiences using the school iPads and the technology provided through the implementation of the BYODD Program. The technology will enable us to promote the higher order thinking skills of analysing, evaluating and creating which are all essential for 21st Century learning. We plan to spend the first part of this term establishing and reinforcing protocols and rules around the use and care of the iPads and the expectations around the transition between home and school. We know that technology provides opportunities to build general competencies and encourage children’s development as independent problem-solvers within today's world. We believe that by bringing the iPad home daily, parents will have access to their child’s individual learning which will hopefully further connect the home and school learning environments. Please refer to the following table of responsibilities that was recently emailed to parents.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>The School will:</th>
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<tbody>
<tr>
<td>Ensure iPads are fully charged before coming to school each day</td>
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<td>Have all equipment well labelled</td>
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<td>Have required apps loaded, updated and ready to be used</td>
<td>Provide a list of apps required for use at school</td>
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<tr>
<td>Ensure that the iPad has memory space available to accommodate the required learning tasks</td>
<td>Help to create cloud based storage spaces for children to save and showcase digital work</td>
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<tr>
<td>Remember to build in time for rest from screen time</td>
<td>Ensure an appropriate balance between onscreen and off-screen time each day by making use of a range of materials and spaces in learning experiences</td>
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<td>Use collaborative sites for positive communication or comment</td>
<td>Reserve the right to remove inappropriate comments or uploads</td>
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<tr>
<td>Report issues or concerns with technology to staff</td>
<td>Work with CSO ICLT Services Team to address issues and concerns</td>
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<tr>
<td>Take care of all technology resources whether owned by themselves, Sacred Heart or other students</td>
<td>Work in partnership with parents to help children recognise the privileged position they are in, &amp; to help develop personal responsibility for care of expensive resources</td>
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<tr>
<td>Take care to place the iPad on stable surfaces, and carry it with care</td>
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<tr>
<td>Not share passwords or private information with others</td>
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<tr>
<td>Choose to use appropriate apps and sites for learning</td>
<td>Provide appropriate choices in apps that represent good value and maximise learning and creative opportunities</td>
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<td></td>
<td>Provide opportunities for staff and parents about uses of technology to inform and create learning</td>
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**Creative Arts**
Creative Arts this term will be based around the themes of 'Australia' and 'natural occurrences'. Children will be involved in using a variety of mediums including painting, collage and model design. Music and Drama lessons will be with Ms Rudd on a Thursday for 5B and Friday for 5T.

**Personal Development Health and Physical Education**
Year 5 have their Physical Education lessons with Mrs Kerr on a Thursday for 5T and Friday for 5B. We will also have an extra physical activity lesson with classes on a Tuesday. On these days students will need to wear their sports uniforms. Our Personal Development unit focuses on Positive Relationships looking at bullying and friendship groups. We will concentrate on identifying positive strategies for dealing with bullying situations and understanding the role of the bystander in a bullying situation and how he or she can help a person being bullied.

**Homework**
Homework in Year 5 consists of at least 2 hours of reading, spelling and Maths tasks per week. Children record their reading in their diary each night. We would like parents to sign their child’s diary before their homework is due. The school diary is also a good way of communicating as diaries are collected weekly.

In addition the children will be asked to complete another activity, usually relating to the classroom learning focus. We encourage you to review the completed homework and provide the children with positive, constructive feedback. Homework is handed out on a Monday our expectation that all homework is returned each Friday. If this is not possible then please inform us in writing.

In Year 5 we expect students to take responsibility for completing their homework with gentle encouragement from parents. We stress the importance of being organised and representing the school with the correct uniform. We are already off to a great start. Well done Year 5!
Please find below information regarding your child’s timetables.

<table>
<thead>
<tr>
<th>Event</th>
<th>Day</th>
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<tbody>
<tr>
<td>Library</td>
<td>Tuesday 5T Thursday 5B</td>
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<tr>
<td>Music/Drama</td>
<td>Thursday 5B Friday 5T</td>
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<tr>
<td>PE</td>
<td>Tuesday all of Year 5 Thursday 5T</td>
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<tr>
<td>Welcome BBQ</td>
<td>Friday 17th February 5.00pm</td>
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<tr>
<td>Parent Information Session</td>
<td>Tuesday 21st February</td>
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<tr>
<td>Ash Wednesday School Mass</td>
<td>Wednesday 1st March</td>
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<tr>
<td>Soccer Gala Day</td>
<td>Thursday 6th April</td>
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Mrs Martha Butler will be teaching 5B each Thursday afternoon whilst Mr Behan assists teachers integrate technology throughout the school. We hope this information has been useful in providing an outline to Year 5 learning. Stage 3 is a crucial stage in your child’s schooling as it helps to establish the foundations for the rest of their learning journey in high school. We look forward to working with you across the year, ensuring it is a positive and productive learning experience for everyone!

Thank you for your support!
If you have any questions or queries, please do not hesitate to see your class teacher.

Warm regards,

**Kym Trevena and Stephen Behan**